

Sport Premium Report (2017/18)

Summary of main points from PE Action Plan 2016/17	<p>To offer rich varied and inclusive PE and sport as an extension of the curriculum</p> <p>All pupils provided with a range of opportunities to be physically active and understand how physical activity can help them adopt and maintain a healthy, active lifestyle.</p> <p>To increase the rate of participation and to increase the % of children joining an external sports provider.</p> <p>To maintain the Sports Mark Gold Award</p>
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For the year 2017-2018, Kempsford C of E Primary School will be allocated £16,680 to develop PE and sports participation, both within the school and the local surrounding area.

Initiatives in 2017-18	Reason for allocation	Evaluation	Action
Employ a PE Sports Coach for 12 months to support the teaching of PE	<p>Develop social skills through lunchtime structured sporting activities.</p> <p>Provide a rich and varied sporting after school clubs, catering for all ages within school</p> <p>Lead in the organisation of sporting events.</p>	<ul style="list-style-type: none"> • Sporting activities have taken place each week with a sports coach, focus has been respect and skills needed to work as a team. Successful as seen through pupil voice. • ASC diverse range of sports, always fully booked and available to every child. • Participated in 27 varied sports events and fixtures, the majority of which have been within the South Cotswolds cluster. 	<ul style="list-style-type: none"> • Recruit a sports coach • Develop a consistent provision for Sporting activities. • Train a new set of Play Leaders. • Promote a range of sports new to the children • Lead in the organisation and participation of varied sporting events.
Specific teaching and coaching of the key fundamental movement skills	An increasing number of EYFS children do not have the relevant fundamental skills	<ul style="list-style-type: none"> • Physical development, 88% of EYFS children attained in their ELG profile. • Fizzy club has progressed physical movement for the children who were identified. 	<ul style="list-style-type: none"> • Staff CPD and resources have allowed for focused teaching of the fundamental development skills and motor control in EYFS • Specific interventions are in place.
Structured physical activity at lunchtime	<p>To enhance positive relationships and self-esteem.</p> <p>There is a need to engage more children in physical activity and to 'teach' children how to play as a group</p>	<ul style="list-style-type: none"> • New facilities have allowed specific group work to develop play skills and learning behaviours. 	<ul style="list-style-type: none"> • Continue with the intervention work and structure the use of the new facilities. • Target specific groups of identified children